

CHAPTER I

INTRODUCTION

Chapter one of this study talks about the background of the study, statement of problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the study

English is very important to be mastered in order to be able to communicate with others in English. According to Crystal (1997), English is used today more than any other languages in history. Nowadays, many people use English language globally for communicating, studying, giving presentation and any kinds of activities globally. Therefore, English is not the language for native speaker anymore, but it is for all people over the world.

As we know, learning English covers four skills. They are reading, writing, listening and speaking. Speaking is considered quite critical in English development. Speaking skill refers to your abilities in speech for expressing thoughts, ideas and feelings in spoken language in order to make people understand your messages.

However, many students are still worried when using English because they think that English is very difficult and complex. It usually occurs to them because they are afraid of making mistakes. For example, when they speak in public or in front of the class (presentation), they are less confidence and feel anxious because

they are afraid of errors and unhappy reaction of audiences. To deal with these issues, students should be well-prepared by doing some practices or bring notes with them in order to eliminate those problems.

Presentation is one of teaching technique for students to perform or deliver speech in the classroom. This activity allows students to deliver their presentation individually or in a group work. Classroom presentation also provides chance for the students to express their ideas in order to improve students' speaking skills (Laurie Thurneck 2011). In addition, a study indicated that many students faced linguistic obstacles in English presentation, including lack of understanding in grammatical patterns, vocabulary and improper pronunciation (Juhana, 2012). Students are confronted with many issues, yet presentation remains one of the best methods for developing students' skills in English language, particularly speaking.

Al-Nouh, Kareem & Taqi (2015) investigated students who study in English education department at university of Kuwait. The study found the problems in applying English of classroom presentation. The result of study showed that almost half of students feel anxious before delivering presentation. Susilawati (2017) mentioned students who study in English language department at university of Indonesia had many problems when delivering presentation, namely less confident, grammar errors, incorrect pronunciation and weak vocabulary and also fear of making mistakes.

That is why, I conduct this research because English speaking difficulties in classroom presentation faced by Thai students who are studying in English language department at University of Muhammadiyah Malang has never been conducted before. This research hopefully provides an additional reference to the typical topic and reader will have wonder comprehension about this topic.

1.2 Statement of the problem

Based on the background of study, the writer formulates the problems:

1. What are the difficulties faced by Thai students at English Department at University of Muhammadiyah Malang in classroom presentation?
2. How do the students eliminate the difficulties in classroom presentation?

1.3 Purpose of the study

1. To find out the difficulties faced by Thai students in classroom presentation.
2. To find out the way how do the students eliminate the difficulties in classroom presentation.

1.4 Significance of the study

The result of this study is expected to show the difficulties in classroom presentation faced by Thai students at English Department at University of Muhammadiyah Malang. This study is also expected to give feedback to the students about their difficulties and the students strategy in order to eliminate their difficulties in classroom presentation. The researcher really hopes that this

study will be useful for readers and also for lecturers who teach English department by applying this method of presentation. Also Thai students are expected to be able to perform better and also eliminate their difficulties in classroom presentation.

1.5 Scope and Limitation

This study scope is the difficulties in speaking by using English in classroom presentation of seven Thai students in English department at University of Muhammadiyah Malang, academic year 2016 and 2017 as the subjects. This study limited on the discussion on finding about difficulties faced by Thai students in classroom presentation and how the Thai students eliminate their difficulties in classroom presentation.

1.6 Definition of key terms

In order to avoid misunderstanding of this study, the researcher defines the important terms related to the context:

1. English is the original language of people in England, yet nowadays English is used and spoken by all people over the world (Crystal 1997).
2. Speaking is a communication process of making meaning through receiving, producing and processing data to another person (Ashour 2014).
3. Presentation is the process of delivering the material of a topic to other students in the classroom that regarding to several skills (Laurie Thurneck 2011).

4. Classroom activity is the place for students to do some activities with friends or even do it individually and it will makes students' learning process be more effective (Mariotti 1997).
5. EFL learners are people who live in countries that generally apply English language as a foreign language not second language or their own language (Nguyen & Terry 2017).

